

Ganado Unified School District

Literacy-6th Grade

PACING Guide Fourth Quarter

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4 th Quarter Study Sync Steck-Vaughn: Inference Great Source: Lesson in Literacy	Reading Literature Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 6.RL.1 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the setting affect the meaning of the text?	I will be able to: <ul style="list-style-type: none"> Identify elements of setting, cause, and effect, making inferences, and sequencing to comprehend text Paraphrase or quote directly from literature to support their analysis or inference in written or oral response Read a piece of historical fiction and support the events using primary source documents Identify specific instances in the text to support analysis of text 	<ul style="list-style-type: none"> Plot Exposition Setting Problem Solution Rising action Climax Falling action
4 th Quarter Study Sync	Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Which details support the theme	I will be able to: <ul style="list-style-type: none"> Tell which story elements 	<ul style="list-style-type: none"> Theme Literary elements Summarize

<p>Spotlight on Literary Elements: Theme</p> <p>Great Source: Lesson in Literacy</p>	<p>6.RL.2 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>or central idea of the text?</p>	<p>determine the theme of a story.</p> <ul style="list-style-type: none"> Summarize text without personal opinions. Identify the theme or central idea in a text. Summarize the theme or central idea without stating their own opinion. Find examples in a novel that demonstrate the theme. 	<ul style="list-style-type: none"> Central idea Examples
<p>4th Quarter</p> <p>Spotlight on Literary Elements: Character</p> <p>Study Sync</p> <p>Great Source: Lesson in Literacy</p>	<p>Key Ideas and Details Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <hr/> <p>6.RL.3 3. Describe how a particular story or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>What do you think motivates the main character?</p> <p>Determine the relevance of the conflict and describe how it was resolved.</p>	<p>I will be able:</p> <ul style="list-style-type: none"> Recognize the influence of the character’s response to a particular story or drama’s plot as well as the components of the plot. Examine events in a story or play and describe how the characters react, change, and grow Identify major and minor characters, main events, conflict, climax, and resolution. Develop a plot map Describe main characters’ experiences, 	<ul style="list-style-type: none"> Character traits Major characters Minor characters Plot

			emotions, and relationships and how they grow and change over time	
4 th Quarter Figuratively Speaking! Spotlight on Literary Elements: Figurative Language Study Sync Great Source: Lesson in Literacy	<p>Craft and Structure Interpret words and phrases as they are used in a text, including determining, technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <hr/> <p>6.RL.4 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>How does figurative language affect the meaning of the text?</p> <p>Why is figurative language helpful to word choice on meaning and tone?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> • Recognize the importance of figurative language and word choice • Draw conclusions about the style, mood and meaning of literary text based on word choice • Interpret the meaning of unknown words and phrases within a given text using context clues • Recognize the underlying meaning of text and interpret the tone of text as indicated by word choice • Analyze the impact of word choice • Determine the meaning of figurative language including similes, metaphors, personification and idioms 	<ul style="list-style-type: none"> • Figurative language • Word choice • Style • Mood • Similes • Metaphors • Personification • Idioms • Inferences • Interpret • Context clues • Tone
4 th Quarter Figuratively Speaking!	<p>Craft and Structure Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	How does setting influence the problem, conflict,	<p>I will be able to:</p> <ul style="list-style-type: none"> • Use inductive and deductive reasoning to 	<ul style="list-style-type: none"> • Inductive reasoning • Deductive reasoning • Chapter • Scene

Study Sync Using Benchmark Papers to Teach Writing with the Traits Writing Lessons for the Interactive Whiteboard	6.RL.5 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	and/or resolution of the text? What strategies do your characters use to solve problems?	determine why a sentence, chapter, scene, or stanza fits within the text and contributes to the development of the theme, setting, or plot. <ul style="list-style-type: none">Describe the plot and its components and analyze the influence of the settingAnalyze plot development to determine how conflicts are resolved	<ul style="list-style-type: none"> Stanza Theme Setting Plot Conflicts Resolution
4 th Quarter Study Sync	Writing Standards	Why is it important to learn research skills?	I will be able to: <ul style="list-style-type: none">Conduct short researchesWrite a research paper with varying lengths.Use different sources	<ul style="list-style-type: none"> Conduct Researches Draw Sources
	Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focus questions, demonstrating understanding of the subject under investigation			
	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
4 th Quarter Study Sync	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.	How do I tell which is a credible source to use for my research?	I will be able to: <ul style="list-style-type: none">Gather relevant informationUse print and digital resourcesUse quotes or paraphrase.	<ul style="list-style-type: none"> Gather Relevant Information Print Digital Sources Assess Quote Paraphrase
	6.W.8 Gather relevant information from multiple print and digital source; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while providing plagiarism and providing basic bibliographic information for sources.			
4 th Quarter PEG Writing	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	How do we determine the appropriate task,	I will be able to:	<ul style="list-style-type: none"> Produce Develop

Four Square: Total Writing	6.W.4 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above.)	purpose, and audience for writing?	<ul style="list-style-type: none"> • Produce clear and coherent writing. • Develop, organize, and style writing. • Choose appropriate task, purpose and audience. 	<ul style="list-style-type: none"> • Organize • Style • Choose • Task • Purpose
4 th Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core	a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to the task, purpose, and audience.	How do we determine the specific purpose for writing pieces?	I will be able to: <ul style="list-style-type: none"> • Write a clear and coherent writing piece appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> • Produce • Functional writing • Develop • Organization • Appropriate
4 th Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Why is the writing process important to improve a piece of writing selection?	I will be able to: <ul style="list-style-type: none"> • Understand the importance of revising through peer and individual editing to rewrite your final draft. • Use 6 traits 	<ul style="list-style-type: none"> • Understand • Revise • Edit • Rewrite • Final draft • Use • 6 traits
	6.W.5 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)			
4 th Quarter Writing Lessons to Meet the Common Core	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	What did you learn about the person you studied?	I will be able to: <ul style="list-style-type: none"> • Gather information from multiple print and digital sources, assess the credibility, and cite sources • Gather information from a variety of sources Use search terms and cite data.	<ul style="list-style-type: none"> • Gather • Information • Multiple print • Digital sources • Assess • Credibility • Cite • Sources • Search terms • data
	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
4 th Quarter Writing Lessons to Meet the Common Core	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.W.9 Draw evidence from literary or informational texts to support analysis,	How can we learn to appreciate our similarities and differences through literature?	I will be able to: Draw evidence from literary or informational texts.	<ul style="list-style-type: none"> • Draw • Evidence • Literary • Informational

	reflection, and research.			
4 th Quarter Writing Lessons to Meet the Common Core	a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g. stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	What can we learn from different genres?	I will be able to: Apply standards to literature text in different genre or forms.	<ul style="list-style-type: none"> • Apply • Standards • Genre • Forms
4 th Quarter Writing Lessons to Meet the Common Core	b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”)	Why is it important to support claims in a text?	I will be able to: <ul style="list-style-type: none"> • Apply standards to literature text in different genre or forms. 	<ul style="list-style-type: none"> • Apply • Standards • Genre • Forms
4 th Quarter R.A.F.T strategy Writing Lessons to Meet the Common Core	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	How does writing over a short and long period of time affect the writing outcome?	I will be able to: <ul style="list-style-type: none"> • Write over extended time frames. • Write with a purpose. • Write for an audience. 	<ul style="list-style-type: none"> • Purpose • Audience
	6.W.10 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.			
4 th Quarter Study Sync	Speaking and Listening	How do you compare/contrast the two main characters drawing on specific information from the text?	<ul style="list-style-type: none"> • I will be able to: • Effectively engage in a range of collaborative discussions with diverse partners on topics, texts, and issues building on other’s ideas. 	<ul style="list-style-type: none"> • Effectively engage • Collaborate • Partners • Topics • Texts • Issues
	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.			
	6.SL.1 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.			
4 th Quarter Study Sync	a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	How do you determine what evidence you bring to the table to reflect and discuss?	<ul style="list-style-type: none"> • I will be able to: • Discuss comparison between two or more characters, setting or events across stories, topics, etc. 	<ul style="list-style-type: none"> • Compare • Characters • Setting • Events 1.
4 th Quarter Study Sync	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individuals roles as needed.	How do you delegate jobs among group	<ul style="list-style-type: none"> • I will be able to: • Delegate roles for group expectations and goals. 	<ul style="list-style-type: none"> • Delegate • Roles 2. Goals

		members to meet group expectations?		
4 th Quarter Study Sync	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	What specific questions do you look for to pose and have others respond to?	I will be able to: • Pose and respond to specific questions.	<ul style="list-style-type: none"> • Pose • Respond • Specific 3. Questions
4 th Quarter Study Sync	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflections and paraphrasing.	What	I will be able to: • Review discussions for understanding of ideas.	<ul style="list-style-type: none"> • Review 4. Discussions
4 th Quarter Study Sync	<p>Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>6.SL.2 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p>	How do two accounts of an event differ and how are they similar?	I will be able to: <ul style="list-style-type: none"> • Understand that information contributes to a topic. • Draw valid conclusions based on text evidence. • Interpret graphic features of various media. 	<ul style="list-style-type: none"> • Topic • Draw • Valid conclusions • Interpret • Diverse media • Topic • Text 5. Issue
4 th Quarter Study Sync	Comprehension and Collaboration Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	How do primary sources provide insight into the	I will be able to: <ul style="list-style-type: none"> • Differentiate between claims 	<ul style="list-style-type: none"> • Delineate • Argument • Specific claims

	<p>6.SL.3 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	immigrants’ experiences?	<p>that are supported by reasons and evidence and those that aren’t.</p> <ul style="list-style-type: none"> Distinguish between claims that are supported by reasons and evidence from claims that are not. Delineate a speaker’s argument and specific claims. Predict, clarify, analyze, and critique a speaker’s information and point of view. 	<ul style="list-style-type: none"> Claims Differentiate Distinguish Predict Clarify Analyze 6. Critique
4 th Quarter Study Sync RAFT Strategy Using Benchmark Papers to Teach Writing with the Traits Writing Lessons to Meet the Common Core	<p>Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>6.SL.4 4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	Which nonverbal communication cues contributed to the success of the speech?	<p>I will be able to:</p> <ul style="list-style-type: none"> Prepare and deliver speech effectively through verbal and nonverbal communication with a specific audience. Present claims and findings, sequence ideas logically and use pertinent descriptions, facts and details to accentuate main ideas and themes. Use appropriate eye contact, adequate volume, and clear pronunciation. 	<ul style="list-style-type: none"> Prepare Deliver Speech Verbal Nonverbal Audience Sequence Accentuate Main ideas Themes Eye contact Volume 7. Clear pronunciation

4 th Quarter Study Sync	Presentation of Knowledge and Ideas Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	How did your choice of multimedia enhance your presentation?	I will be able to: <ul style="list-style-type: none"> Clarify information in a presentation using multimedia components. Plan, develop and produce a visual presentation using a variety of media such as videos, films, newspapers, magazines, and computer images. 	<ul style="list-style-type: none"> Graphics Images Music Sound Visual 8. Multimedia
	6.SL.5 5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.			
4 th Quarter Readers Theater	Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	How does adapting your speech indicate command of English?	I will be able to: <ul style="list-style-type: none"> Adapt speech Demonstrate command of formal English 	<ul style="list-style-type: none"> Adapt Speech Demonstrate 9.
	6.SL.6 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)			